

The BULLETIN

Of The

Columbia Scholastic Press Advisers Association

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Bryan Barker, Editor

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Even Good Yearbooks Do Not Sell Themselves But Need 'Promoting'

By John T. Maltese

The Director of Publications and Journalism at Steubenville High School, Steubenville, Ohio, brings to bear some very practical experience on a problem that confronts many yearbook advisers: How to sell more of that product which takes so much time, effort, and perhaps some worry to produce. He conducted a sectional meeting at the March 1959 CSPA convention and spoke on yearbook promotion.

Let's promote the sale of that yearbook of yours!

The tragedy of the high school annual is the fact that after the most talented members of the student body laboriously turn in over a year's work to produce a book representative of the school, their effort is purchased by too small a portion of their fellow students.

Why is this so? My personal opinion, arrived at after speaking to many staffs and their advisers, is that the emphasis is placed wholly on the production of the annual, with little or no effort directed toward its promotion.

At Steubenville High School, with a student population of 1,150, the 1959 Steuben staff sold 1,000 annuals. The sale, approximately 90 per cent of the student body, was achieved through a promotion campaign which received as much attention as did the various construction stages of the yearbook. Six years ago with a student body of approximately the same number, only 50 per cent bought the annual. Why the increase in sales? The answer is promotion!

There are many effective ways to increase circulation of a saleable item. Take note that I said a saleable item. Your yearbook must be a good one — representative of all students in the high school. It must be well designed, and well covered. If it meets these basic re-

quirements your circulation staff will be able to sell it by using some or all of these suggestions.

1. Perhaps the most effective way to increase sales is the yearbook assembly. This assembly can become the entertainment highlight of your school year. At Steubenville High School, the Steuben assembly is held just prior to the subscription campaign. It is written, directed, and presented by the annual staff. A favorite television program is the theme of the assembly which carries a story line throughout the production. Students enjoy watching their fellow students on stage and this offers an opportunity to get across the message — Buy the annual. Currently popular songs are presented with the words altered to fit the situation — Buy the annual. Commercials from television also are used with the wording changed — Buy the annual.

The assembly runs approximately an hour with the seed of sales planted in the first ten minutes. After that, the program is an amateurish musical, with entertainment stressed more strongly than the story line.

The importance of the assembly lies in its effect upon the largest single group of students — in Steubenville High School's case, the freshmen. New to the school, they know little about the yearbook;

the assembly quickly changes this and thereby aids in reaching what basically is the most important group, salewise, in the school.

2. Keep the subscription campaign short and the price of the book low! Make your ads carry the bulk of the cost of production. Five days is enough time to get everyone who wants a yearbook signed. The Steuben sells for \$3.50 — each student must pay at least \$2.00 down when he orders the book. We are fortunate enough to have an extended first period each morning for announcements, devotions, etc. Running ten minutes longer than the other periods, it affords ample time for the circulation staff (bolstered by other members of the staff) to cover the school, one to each room. The short campaign, scheduled immediately after the mills in this industrial town pay, is well advertised in advance by signs, public address announcements, and the assembly. If the campaign is short, then the students cannot put off "until next month" the purchase of the book.

3. Sell the yearbooks to all groups interested in the school. If the football and basketball teams have had good seasons, the adult "Boosters" organizations affiliated with these sports are good targets. An extra 100 books was sold the year the S. H. S. football team finished the season near the top in the scholastic ratings.

4. After your fall campaign, send a card to the parents of those students who have not ordered books telling them that a nice Christmas gift a paid up subscription for a yearbook would be. Have an apropos card made up for the student's Christmas "stocking."

5. Queens are the heart of any school according to a recent survey! We agree! Several years ago, as a

circulation gimmick we had the students of each class nominate candidates for a queen and her court. Each subscription ordered entitled the purchaser to one vote for his or her favorite candidate. The Freshman Queen and her Court, as well as the royalty of the other classes, was pictured prominently in the yearbook. Needless to say, sales took quite a jump.

6. Since most sales campaigns must by necessity be waged during school hours, it is important that the faculty be on the side of the annual staff. This is not always easy, since the gathering of the necessary material for any publication demands of the faculty time which is already overtaxed. If a commercial photographer takes the pictures of your clubs and organizations, he usually takes two pictures. What do you do with the one you decide not to use? Try this! Have your printer make up a folder with "Merry Christmas from the Yearbook Staff" imprinted on the cover, cut slits for the picture to fit inside, and give the finished product to the club sponsor before the Christmas holiday. You'll find that you have done much to restore "Peace on Earth."

We've used all these promotion angles at Steubenville, plus others which limitations of time and space prohibit using. Copies of some of the scripts used for the Steuben assemblies in past years are available for the asking. They may be used as outlines for assemblies of your own. We feel that these assemblies have done more than any other promotion angle to increase sales.

Note that I said "promotion angle." The primary factor must be the quality of the book. But, a good book will not "sell itself" — it needs help from a circulation staff

And, Incidentally, A Paper

By Robert M. Rothstein

All advisers of school newspapers, yearbooks, and magazines have troubles and difficulties with student members of their staff that could be classified as personality problems. The editor of The Bulletin in more than 20 years as an adviser to a school newspaper has had a few of them. After reading the following article he wonders if he ever dealt with one of those personality problems in the right way! He now thinks not. The author of the following paragraphs is the sponsor of "The Spotlight," a CSPA medalist — and an NSPA All American — winning paper put out for the 3,300 students in East High School in Denver, Colorado. Wrote the author to the editor: "Though the paper has won many awards, I have been mainly concerned with the type of educating described in this article." This is the first time The Bulletin has printed such an article. The editor would welcome more of such. The thoughtful, appropriate headline was written by the author.

Some high school teenagers vent their feelings of hostility by sticking knives into the tires of parked cars; some join the football team to let off steam; and others join the newspaper staff for the same purpose.

And then there may be the fatherless or motherless student who looks upon the sponsor as a parent or authority figure. This student may need to be encouraged to seek independence and not be dependent on others.

Another common problem is the satirical, cynical writer who has difficulty controlling his desire to "kill" with words and sometimes goes to extremes with his bombastic attacks. It may take a little doing, but, if he can learn to understand that this type of writing is a form of hostility aimed at a world that seems to have rejected him because he is short, fat, or pimply, he may get deeper insight into himself.

Mullen — a fat, pimply, unattractive young man — was one of the latter. Possessed of a large vocabulary and the ability to use English effectively, he developed a rapid-fire writing style that earned

him a position of leadership on the newspaper staff. His main ambition was to be a columnist; however, when he had achieved this post, his columns were cynical and critical of the school, students, and faculty. Rarely did Mullen have anything nice to say about anyone. As a result of his columns, much ill will came to the paper, although, it must be admitted, so did a large body of interested readers, for they didn't know what he might do next. Many of Mullen's victims, faculty and students, complained tearfully and bitterly at the digs made at them.

It was obvious that Mullen's satirical, cynical writing was aimed at a world that seemed to have neglected him because of his physical appearance. The same attitude might develop among teenagers who are too short or too tall. Mullen went to extremes with his bombastic attacks because he had difficulty controlling his desire to "kill with words."

When this facet of his writing was pointed out, Mullen figured out the source of his hostility for himself. Mullen is not cured by any means; nor did his columns

change appreciably. However, before graduating, he turned in a column with the statement, "I guess this shows how mad I am." Mullen is at least aware of something in his nature that he was not aware of formerly. A person reflects his personality in his writing. By merely pointing this out, sponsors can give students much insight into themselves.

Another typical emotional problem that confronts journalism sponsors is the extremely efficient "straight A" boy or girl. It may seem strange to state that teachers should be wary of excellent students; but it is very possible for a person to be 17, have the intelligence of a four-year-old and the emotions of a five-year-old.

Joyce was the bulwark of the staff. Whenever there was a job to be done or a committee to be chaired, she volunteered. She spent all her time with her work to the exclusion of dates or social life. Her work was done in microscopic detail, and she continually nagged the rest of the staff to be the same way. If things didn't go just right, she pouted and cried. The rest of the staff avoided Joyce like the plague. Though not unattractive, she seemed to have no boys interested in her. She definitely did not behave like a normal teenager.

It was apparent that Joyce wanted friendship and affection so much that she had built a defensive wall around herself for fear of rejection. She was "escaping" into her work; she didn't realize that to obtain love and friendship one sometimes has to give it first.

Joyce, too, has not evidenced a miraculous change. Though her work was used as a means of pointing out her personality problems, she merely nodded and said, "I know all that." Apparently, she

knew what was wrong but didn't quite believe it. She, too, is in college; it may take years before a change is noted. However, she has been encouraged to widen her horizons, and she knows the nature of her problem. Someday she will emotionalize all this, or, if unhappiness persists, seek professional help. At least she has some insight into the nature of her difficulty.

Sponsors can expect to encounter emotional problems in their students similar to those outlined above, for there is something about journalism and the opportunity it gives students to put their hostilities and fears into print that seems to attract many of those who need a release. And the cognizant journalism teacher has an outstanding opportunity to assist the students.

Journalism, because of the glamour and power it represents, also attracts those who are unable to achieve recognition or attention elsewhere. Of course, this is a constructive outlet; yet this outlet may be harbouring many pent up resentments beneath the surface, which, if released, will bring greater comfort to an individual.

It must not be assumed that every journalism student is ready for the couch. All students of high school age are experiencing a trying period of adjustment, and journalism may not have cornered the market on this difficulty. It should also be remembered that most high school and journalism students adjust very well to their problems and go on to normal adulthood. But for the few troubled ones journalism sponsors can do much, since they work with them in a social situation that does not exist in the ordinary classroom. Deadlines and tensions help bring personality quirks to the surface.

Most sponsors avoid helping students with emotional problems not only because this area is time consuming and troublesome but because they do not feel qualified to delve into psychological disturbances.

No one can expect the teacher to be a psychiatrist or to try to deal with extreme deviates; but he can be understanding and patient with those mildly troubled. By gently pointing out a student's problem and then lending a sympathetic ear, the teacher may do enough. The main thing to remember is that the student must work out his own difficulties, and he must be willing to help himself. The sponsor can only suggest. Developing a philosophy of life is something that must come from within; it can't be forced on someone else no matter how wise we think we may be.

Fellowships For H. S. Journalism Teachers

The Newspaper Fund, for the second year, is offering fellowships to high school teachers who wish to improve their professional knowledge of journalism.

Through grants provided by The Wall Street Journal, the Fund announced October 27, 1959, that a minimum of 100 fellowships would be offered for summer study in 1960.

The fellowships have a maximum value of \$1,000 each, depending upon the individual needs of the applicant. Teachers in the United States who teach high school journalism or advise high school publications are eligible to apply.

During 1959, The Newspaper Fund initially offered fellowships to 25 teachers. The interest and number of applications proved so great that The Wall Street Journal tripled its initial contribution and

Of course, it is beneficial if the sponsor has a good understanding of himself and can trust his own instincts. The fact that he may have had some of the same problems facing his students can also be a good thing. Sometimes it takes one to know one.

Common sense is the teacher's most formidable ally. He must be able to recognize that a problem exists and then unobtrusively guide the student to a more normal acceptance of his role.

Adding this dimension to journalism teaching is not only self-satisfying to the teacher as he sees students resolving their emotional conflicts, and, as a result, increasing their journalistic effectiveness; but the sponsor also "grows" in the process as he gains deeper insights into himself and becomes more adept at guiding students to a better understanding of themselves.

131 persons were awarded fellowships.

Under the program, teachers are allowed to indicate their choice of university and the journalism courses they propose to take. Lack of previous formal training or practical experience in journalism does not constitute a bar to eligibility.

The purpose of the program is to encourage better teaching of journalism in high schools, to improve the quality of high school newspapers, and to point out the career opportunities that are available in journalism for talented young people.

Further information and application forms may be obtained by writing to Don Carter, Executive Director, The Newspaper Fund, Inc., Room 2700, 48 Wall Street, New York 5, N. Y.

Ohio Yearbook Adviser Writes On Short Cuts To Production

By Sara M. Cannon

The Director of Publications, Mount Vernon High School, Mount Vernon, Ohio, where she is the adviser to the yearbook and school newspaper, gives below some short cuts to the more effective and efficient production of yearbooks — shortcuts that she has learned out of considerable experience with school press work. She is the President of the Journalism Association of Ohio schools.

Finished at last! The annual is now in the hands of the students, or the final pages have gone to the printers. You collapse on your chair facing a desk piled high with ungraded compositions and final examination papers. Your room looks as if Hurricane Hilda had had a ball in it; and you pound your fist on the desk and vow that you will never have anything to do with another yearbook as long as you live. Then the fog begins to clear; teachers and pupils drift in to compliment you and your staff on the fine job you have done; and you begin to realize that all those extra hours and holidays you spent with the staff, all the conferences you had with the printer and photographer, all the worry about financing the book have really paid dividends.

There is something very satisfying in knowing that you have had a part in actually producing a book that will be in the homes and libraries of your community for many years. Before you know it, plans are starting to formulate in your mind for next year's book, and you are already off on another hectic season.

SPRING TRAINING

The work of an adviser is always complicated by the fact that every year he must train and work with a new staff. If he teaches journalism and can choose his staff from

the journalism classes, he is fortunate. The new staff can then swing into action before the close of school, and there are many things that can be done to make production easier in the fall.

In the first place, the new workers should be given the opportunity to work with the old staff the last few months of school. While they will forget much of what they have learned by the time they return to classes, the work will at least be familiar to them.

During the final weeks of school all equipment should be checked, typewriters cleaned or sent to be repaired, all materials to be used must be left in working order. If the staff members do their own mounting of pictures, they should order the number of brushes needed and a starting supply of mounting boards. If a school camera is used, it really "takes a beating" during the year, and it should be sent to a good photographer or to a photo equipment store for a complete over-hauling. All photographic supplies could be ordered except those that deteriorate. The same idea holds true for rubber cement and thinner. These will evaporate unless left well sealed. However, the adviser should make a list of materials that should be ordered as soon as school opens in the fall.

Many contracts can be signed in

the spring. Contracts for such things as offset, printing, engraving, and covers. If you are satisfied with your present set-up, there is no need to change; and you save yourself a lot of time by not having to talk with salesmen who interrupt your classes in the fall.

Supplies such as copy paper, paper clips, graph paper, mounting boards, dummy sheets, and grease pencils, can be bought and left in the journalism room and will be ready for use as soon as school begins.

Many schools make use of mimeographed supplies, and these can be made in the spring. For example, all the contracts that go to local advertisers can be made. These should contain the name of the school, the name of the publication, names of editors, business managers, and advisers, the prices of advertising, and discounts if any are given. Mimeographed instructions to the staff along with a style sheet may be prepared before the close of school.

It is wise to have photograph appointments mimeographed. These can be made about three by four inches in size. Several can be made on one sheet of mimeographed paper and cut apart. They contain the name of the person or group to be photographed, photographer, day, date, period, and time. One of these cards or papers may be given to the appointee, and the other to the photographer, or posted in the staff room where he will always check.

I have already mentioned the fact that a staff should begin working in the spring. Let me emphasize also that this staff should be appointed by the adviser. If you belong to a school where the editor of the school yearbook is elected (and there are many such schools),

do everything in your power to get that policy changed. Naturally the student body will elect the captain of the football team or the most popular boy or girl in the senior class regardless of his qualities as a journalist. Only the adviser or the journalism teacher should have the say about who will head the yearbook staff.

Urge as many of the staff as possible to attend a good journalism workshop during the summer. A week or two of concentrated study in yearbook production is very beneficial, and many colleges offer these summer courses for high school publications staffs.

Be sure your department belongs to a good national organization. The booklets that these groups send the advisers are very helpful all during the year.

If local photographers are used, juniors should be urged to have their senior pictures taken during the summer months. Having senior pictures ready in the fall will speed up production of the book. Having this work done in that summer is good for two reasons. First, the photographer has more time to devote to each subject at that time. Second, many school yearbooks operate on a sliding production scale. That is, if many pictures and some work is in the hands of the company which is doing the work by November first, a very nice discount is given the school.

With files and desks in order at the close of school, the adviser and the new staff members can leave the building knowing that they can "pitch in" as soon as school opens in September.

SUMMER SESSIONS

In small cities or communities, it is advisable to have as many members of the staff who can, get together and have a meeting once or

twice during the latter part of the summer. The group can meet for a coke party at the home of the adviser or of one of the students and make plans for fall.

At this time ideas can be exchanged, and the editor can write down any new suggestions contributed by these people. Those who attended workshops should have studied Medalist or All-American yearbooks for the best ways to improve their own publication. Take the current local annual and decide what pages may be eliminated and what ones added for next year's book. A rough dummy can be planned at this time, and themes and dedications can be discussed. Do not decide on these two parts of your book until you have a complete staff meeting.

Index cards are very helpful to the editors. Use one index card for each page of the annual. Jot down anything that should be on that particular page. These cards are not numbered, but when it comes time to make the dummy, they can be sorted into book sections, and the work of preparing the dummy will be made easier.

Some summer photography may be used in certain sections of the student life section. If a student has been sent abroad by the Student Council, include a shot of him leaving or arriving, or in a native costume. Band camps and summer football practice usually provide good entertaining shots. Representatives to Girls' State and Boys' State and delegates to service club conventions should contribute a few pictures that would interest the whole school.

At the close of the summer sessions that you have had, you breathe a sigh of relief, for you feel that next year is going to be the best ever with this enthusiastic staff. (Just wait until they become

involved with class committees and plays.)

FALL FRUSTRATION

At last September is here! Was it only yesterday you thought that you could never advise another book? Well, here you are back once more filled with new ideas and enthusiasm, and ready to go to work on your twentieth or thirtieth annual.

Of course a little thing like having your prize staff member move out of town or some of the others on whom you had counted get outside jobs that will prevent their working on the book, should not disconcert you. You still have the editors and business manager. So get to work and develop a few more gray hairs.

At the first staff meeting decide on a theme and dedication. These sections are really not necessary, but in many schools, traditions are hard to break. Post a photo deadline schedule on the bulletin board, and try to have your photographers follow it closely. Have the photo editor schedule large class and club groups for pictures before the end of September if possible. Pictures of classes, teachers, football, clubs, club officers, staff, board of education, and individual senior pictures should be in the hands of the staff no later than October 15 in order to meet that November first deadline. If the staff does its own mounting, it will take at least two weeks hard work to get this work done.

Now you are into full production, and what you declared last spring would never happen again is on its way. Some of these short-cuts may help you have an easier year, but despite all advice given you by production companies and other advisers, there will always be last minute rushes, unforeseen delays, and always always those same spring vows.

NEWS COVERAGE: Fresh, Fair, And Factual

By Elizabeth Hurley

"Fresh, fair, and factual" news is the major concern of all school newspapers — or should be. The publications adviser of a medalist-winning newspaper and a medalist-winning yearbook put out by the students of Pampa Senior High School, Pampa, Texas, brings some practical experience to bear in what she advocates. Before teaching high school journalism she was for 14 years "society editor, reporter, city editor, wire editor, and managing editor of three daily newspapers in Texas." In the Fall of 1959 she got new quarters to house all journalistic activities and, naturally, was very pleased with such a helpful addition, for she had been using a single classroom for everything.

When I walked into my classroom one morning last year, I saw written on the blackboard, "We're West, Horace, what now?" I had not seen the Jack Parr show on television the night before, but a news-conscious journalism student had. He had slipped into the room early that morning and chalked the quotation on the blackboard. Eagerly, I awaited my journalism class, which met later in the day, to watch the reaction of students as they walked into the room. We had recently completed an introduction to the course, a brief history of journalism in America.

As the students walked into the room, I could see they had spotted the blackboard inscription by the glow of recognition that swept over their faces. Alertness, they had learned, is one of the important qualities of a good journalist. Translated into practical journalistic usage, alertness means a sharp eye, a keen ear, a nose for news.

To make them news and feature conscious, the students had been given an assignment of walking through the halls, offices, classrooms, auditorium, gymnasium, and cafeteria to discover news story

or feature ideas they could glean by looking at notes on blackboards, posters Scotch-taped to the hall walls, typed notices posted on bulletin boards, unusual objects in foreign language, English or mathematics classrooms or in science laboratories.

From this assignment our school newspaper profited by several featurettes to brighten the pages, as well as news stories on the academic side of school life that is so often neglected in the columns devoted largely to sports, popularity elections, club meetings, school parties, and other types of extra-curricular activities.

Since one of the basic purposes of a good newspaper is to inform, let us explore some ways to assure thorough and accurate news coverage. One of the most perplexing problems is to keep the news fresh in weekly or biweekly school newspapers. Follow-up stories on school events, club meetings and athletic contests can be dull reading a week after they happen. Here are some ways to keep them fresh:

1. Advance stories — play them up. Although it is more difficult to gather information in advance, the enterprising reporter and

sports writer will go to this trouble to give his readers facts they may not already know.

2. Interviews. After covering a speech, meeting, athletic contest, or election, talk to some of the people involved. By doing this, you can give your readers a fresh angle on the story. Direct quotations add color to your story and multiply reader interest.

3. Future angles on follow-up stories. Play up in your lead the results or possible effects of an action or event. For example, new officers elected at a club meeting last week will be installed in a special ceremony next month. Play up the installation ceremony.

To keep your news fresh, **PLAN AHEAD**. Keep an up-to-date calendar of holidays and school events for the year, or semester, ahead, and check it regularly. Each editor and reporter should keep a future book to avoid missing a story coming up next week. Instead of letting the news slip up on you, you slip up on the news.

Fairness in your news columns can be achieved by thoroughness of news coverage. Your school has a dozen or more clubs, many departments that are proud of the work their students are doing, numerous school activities, and scholars as well as athletes. How can you assure as complete coverage as possible and provide variety for your news pages as well?

1. News beats. Organize your staff and set up a system of beats, giving each reporter one or more of the school offices (superintendent, principal, registrar, etc.), departments (English, math, science, etc.), clubs (National Honor Society, Science Club, Future Teachers of America, etc.), activities (publications, band, choir, etc.). Sports editors would cover all athletics,

including girls' sports.

2. Assignment sheets. Post an assignment sheet for each issue to assure thorough coverage of assemblies, pep rallies, elections, conventions, alumni news, and all-school events such as carnivals, dances, and plays.

3. Photographs. Keep an up-to-date list of students whose pictures appear in your newspaper. Whenever possible, use pictures of students who are not regularly involved in activities of news interest.

Erroneous information can result in a loss of reader confidence in your newspaper. A misspelled name can turn a faithful subscriber into a skeptical reader who may say, "The newspaper never gets anything right." Accuracy should be the backbone of your newspaper. If you present the facts accurately and objectively, you should have few disgruntled readers.

To assure factual information in your news stories, check yourself on these points and follow through with action:

1. On-the-spot coverage. Be there when it happens. Whether you are covering a football game, a club meeting, or a speech in assembly, take adequate notes. Don't be afraid to ask any necessary questions to clarify your details, and be sure to check the spelling of names — people, places, organizations — and accuracy of any figures or facts about which you are uncertain.

2. Reliable source. Never use hearsay information. Go to the source who can give you the accurate facts — the sponsor or president of the club, the coach of an athletic team, the faculty member in charge of departmental news, the director of a play, the band, or the choir.

3. Editorializing. Abolish personal opinion in news stories. Read-

ers do not care what you think; they want the facts, the accurate facts. Save your opinions for the editorials or your by-line column, if you have one.

When Horace Greeley was advising the young men of his day to "go west," he was encouraging them to be alert to the times, to recognize the opportunities that were open to the fearless and the ambitious. His advice also could be interpreted as a plea for self-searching for new ideas.

Search for those ideas to give

your readers not only what they want but what they should have to keep well-informed on their school community and the world around them. That is the responsibility of a good newspaper — to give all of your readers the news that interests them and the information they need to form intelligent opinions about school affairs, candidates for school offices, and school issues.

To achieve this goal, remember to keep your news fresh, keep it fair, and keep it factual.

Educational Experience At Its Best In Publication Work

By Mrs. Frances K. Ryan

The writer of what follows, a teacher of English and journalism at Central High School, Bridgeport, Conn., has had a wealth of experience in all phases of the school newspaper. For the past six years she has conducted a meeting for advisers at the past six Columbia Scholastic Press Association conventions. She has also contributed several articles to the School Press Review and this publication, The Bulletin.

Journalism is "living" today. Often the writing of the story is nowhere near as important as the ability to meet people, interpret their thoughts and actions, and present their ideas in an accurate, effective way. Getting along with other members of the staff, others in the school — students, teachers, administrators, printer, engraver, local advertiser, parents, leaders of community organizations. These are just a few of the people the reporter and editor meet. This is living in a democracy.

The Journalism Class Performs Varied Activities

From membership in the school press club come recruits for the school's journalism class. The membership in the class is highly selected in that not only must the student previously have shown an

interest in writing but he must also have served in a reportorial capacity on the newspaper. He must in addition to that have had an average of 85, an 85 in English, be recommended by his English teacher, and approved by the guidance counsellor and the journalism teacher.

The journalism class is trained in performing all phases of production of the school newspaper. Each student is taught to write news stories, features, interviews, editorials, special columns. Writing a headline to go with the story is good experience. Helping to plan the makeup of a page, pinning the article in place according to the directions given, pasting the dummy, taking it to the printer, and later picking up page proofs, correcting them and returning them

and at last viewing the completed newspaper — all this is an experience of creation which the students take justifiable pride in.

We take turns in doing everything on the paper — writing, type-writing articles, copyreading, proof-reading, headlining, making up the paper, going to the printer, the engraver, etc. Some advisers may feel that it is easier to do the makeup themselves, but I think it is robbing the student of an educational experience from which he can learn a great deal. A well-trained staff can proceed with the job with the adviser in a strictly advisory capacity.

Censorship of some sort is always necessary when one is dealing with immature minds, the owners of which suddenly realize the power of the press, recognize the good and bad side of things in school and community, and decide they are going to reform the school. The editorial guillotine can be quite merciless. Truly the adviser has to have many talents.

Cooperation In School And Out Of School

More than any other agency in the school, the members of the newspaper staff are constantly called on by extra-curricular organization advisers to assist with publicity for their respective groups not only in the school newspaper but also in the daily papers as well. The staff tries always to meet the many demands put upon it, not only because writing is their business and they enjoy doing it, but also because they would not be in existence as writers except that the organizations furnish them with plenty of opportunities to serve. Some organizations like the Players' club and the Musical groups, which unavoidably get more than their share of space allotted to them, but it seems unavoidable

since they are the groups that prove most active in the school.

It is good public relations training to keep all the organizations happy by giving them as much space as it is possible to give. Most of the organization advisers prefer to have the same reporter cover their beat during the year. The reporter has access to the club roster so that all names can be checked for accuracy. Many advisers ask that the reporter show the copy to them to double check so that the story will be correct. We do not, however, want the adviser to write the story as this robs the pupil of his opportunity to learn. Editors cover the office beats, contacting principal and assistant principals.

The school is always anxious to let the public know of the good work the students do; therefore, the local press is fed news copy each week by student writers who cover news stories, features, and interviews. These stories, enriched by photos taken by student photographers who develop their own pictures, are handed in to the high school page editor on Tuesdays for publication in the following Sunday's paper. The reporter and photographer are paid five dollars each for their work.

To carry out patriotic, charitable, and social-service of many types, the high school reporter gets an appreciation of the work of community organizations working for the betterment of mankind. By writing up the stories of the work of the Polio Foundation, Heart Fund, Tuberculosis Association, Voice of Democracy, Freedoms Foundation, Labor Unions, Poetry, Short Story and Essay Type Competitions, education enrichment and community understanding are fostered.

When every high school in the area publicizes its studies and acti-

vities in the local press, it becomes a *must* that one keep up the honor of the school by seeing that the school he attends and represents as a reporter measure up well in its public relations. Not only is the story to be written, but also a cut illustrating some phase of the article must occasionally illuminate it. So, the old story of keeping up with the Joneses publicity-wise has hit the school press. If the neighboring towns on both sides of the city run more stories of educational projects carried on, such as trips and extra-curricular activities, then John Q. Public will complain that he and his children are not getting their tax dollar's worth. Then the principal hears about it and so comes the conference with the publications adviser.

The Select Few Run

The High School Activity Program

No matter how you try to prevent it, the same thing seems to happen over and over again. The same group of college course students, aware of the fact that the colleges are seeking students who participate in school activities, become joiners of three, four, and sometimes more activities. They seek the leadership of those activities because they are proud to list them on their credentials for college and see them listed beside their names and pictures in the school yearbook.

You train them to be leaders, they gain recognition through the school press and then the fight begins. They join the activities carrying the most prestige — officers in the senior class, Student council, Girls' student league, Boys' student league, Players' club, Musical organizations. Leadership in activities bring coveted scholarship leadership gold pins and other awards at graduation exercises.

In our school, a faculty committee is studying ways and means of limiting these over-zealous students by limiting the number of leadership positions they can hold. By doing so, it is hoped that more students can have opportunities to develop their leadership characteristics and become the better citizens for the experience.

Perhaps I'm prejudiced, but I think the school paper and yearbook second to no other organization of an extra-curricular nature in its after-school graduation carry-over values.

Financial Problems Can Be A Headache

Right now, this constitutes the biggest headache facing publication advisers throughout the country. Printing and engraving costs are at their highest point and employment conditions make a decided depression in the fund necessary to run the school publications. If the school publication is to survive the impact of the times, suitable remedies will have to be found.

It is advisable that a meeting be held for the editorial, advertising, and circulation advisers of the school publication at the beginning of the year to study the financial report of the publication for the previous year. No one expects the school publication to make money, but it should be self-supporting, if possible. It should not become necessary to dig into the general school fund. If the paper is losing money, then possibly it might be better to switch from letterpress to photo-offset in order to be financially solvent. If you have been receiving photo-offset papers among your exchanges, you probably noticed that they look quite presentable. If you wish to see the best of them, get a copy of the April or May School Press Review,

copy down a few of the addresses of the first place and medalist winners in this year's competition, and have your exchange editor exchange papers with them. Study your competitor and have the staff really read the exchanges of those who are doing better than you and learn from them.

The circulation adviser should preferably be a member of the commercial department rather than the English department. The adviser will then have assistants who have a business interest and will be more inclined to do a better job. In many schools grouping the publication with other extra-curricular fees in a package deal makes it easier to collect the one fee that covers for instance, the Athletic association, Student council, Girls' and Boys' student league for membership in these organizations.

Posters placed in homerooms, corridors, and cafeteria using the creative talent of the staff to build interest in the school paper are a help. Thermometers that record the rising sale of subscriptions in the homeroom are an incentive that helps the room reach 100% circulation.

When circulation in the homeroom is not satisfactory, the homeroom teacher, who has appointed the salesman and his assistant, should make the change of leadership. Encouragement from the homeroom teacher can be a big help.

In our school, the cost of the paper has had to go to fifteen cents to make it possible for us to publish a six page newspaper. Students who sign the subscription list in September are expected to buy the paper for the year. The money is collected each time and if the pupil does not take care of his indebtedness within a week, he is

sent for by the circulation staff adviser and asked to do so. Within two weeks every bit of the money is collected. Should something interfere with this process, to the pupil's report card is held up in June; in other words, we get our money before the year is up.

Advertising Should Appeal To Teenage Interests

School papers have been trying for quite a while now to discourage advertisers from using name-card type advertising. It does nothing for the paper except fill space, does not encourage the buyer, and is a waste of money. Since teen-agers are the best spenders of their own and their parents' money, before long they will be wage-earners and spending more money to purchase cars, clothing, furniture, etc., as they plan their marriage within five to ten years. One of our best advertisers now is the owner of a driving school who offers driver education lessons for \$35.00. In our April and May issues we have the addition of advertisements of tuxedos and of prom gowns and eating-out places as the big social season opens up. Of course we do not accept complimentary ads as these are out-and-out charity; we'd rather sell the advertiser on the idea that we're running a business that can also be a help to him.

We like to write ads for the business man, ads geared to teen interest. Many times, in the case of small advertisers, the name card type and results because the advertiser is too busy to bother to write ad copy; he just wants to get rid of the student and dares not lose good will by refusing to advertise in the high school paper. Perhaps there is on your staff a girl or boy who would like to write a Shopper's Column. This works out fine as a money raiser, we've found.

The Shopper's Column takes care of the type of advertiser who is willing to spend two dollars for a short paragraph advertising one or two particular items. This type of column, surprisingly, is read more often than other types of ads because of the chatty way in which it is written. Often, by the use of small cuts, the column takes on more appeal.

Advertising rates in our school are \$1.50 per column inch. We have the school print shop turn out all our business forms. On the day the paper comes out, the pupil who obtained the ad presents the copy of the paper and the bill at the same time. The paper looks better if it is delivered neatly without the creases that would be necessary if it were to be mailed out.

The Printer Can Help The Staff

During the year, and preferably at the beginning, the staff visits the printer. Among the helpful

things learned at this time are the names of the printer, his secretary, the linotypist, the work of each of these; the viewing of print shop work in action, the names of the various type faces which the shop carries; the work entailed in changing a line of type in which an error occurs and resetting a new line to take its place. This can impress the student more than telling him in class what a nuisance poor copy-reading and careless proofreading can be. Since printers are paid five dollars an hour, it can be seen that precision work can save the school money by cutting down on resetting type. A visit to the local daily paper where students can see all phases of the newspaper carried out is a good follow-through here. Inviting several editors from the local daily to speak to the staff on news, sports, editorials, etc., can help glamorize the work of the year.

Practical Pointers On Getting, Writing Better Features

Better features in school newspapers and magazines would, obviously, make those publications better for all concerned. Practical hints on 1, Sources of Feature Stories; 2, Getting Feature Stories; 3, Types of Feature Stories; 4, Writing Feature Stories are contained in the four consecutive articles which follow. They are the supervised work of some students at Cathedral High School in Springfield, Mass., and are part of an original skit entitled "Featuring the Feature" presented by ten students on The Cathedral Chronicle at the March 1959 CSPA convention. They were sent to The Bulletin at the editor's suggestion by Sister Walter Maria, S. S. J., moderator of the Springfield School's newspaper.

The school is a new one with 2,500 students.

I: SOURCES OF FEATURE STORIES

Just as there is a key to every door of success, so too is there a key to finding entertaining, interesting feature stories.

First on the key ring is the imagination which affords limitless

boundaries to the alert reporter. Good features are all around us; thus ingenuity coupled with alert imagination provides the potential backdrop for high school feature writers. Feature material deals with facts of timely interests. However, the element of timelessness is

less important here than in the case of news. Generally a news story must be published at once or its value is lost, while a feature article is not necessarily an account of an event although frequently an event is the occasion for it.

Each year our Science departments sponsor a science fair in March. Challenging the staff members is the assignment to write a feature which will whet the curiosity of the student body. To provide the necessary facts, two representatives from the chemistry, biology, physics, engineering, and math categories talk up their projects to staff members who aim to present their material from a different angle.

Presently our new Cathedral High School is under construction. Since the school is scheduled to open in September, a widely-read feature column on Page 4 entitled "Progress Report: CHS" informs our readers not only on the progress but also of coming attractions of the much-desired edifice.

An historical account of campus buildings which house the over-2,000 students are a natural for interesting features for the students and also for alumni readers.

Every community has its own citizens institutions and places of special interest which offer good subjects for feature articles. Our "Know Your City" column was a popular highlight on Page 4 last year.

Because they occur annually, Halloween, Thanksgiving, Christmas, New Year, Washington's birthday, Armistice day, Easter, Memorial day and similar holidays challenge the ingenuity of feature editors to develop original ideas which haven't been overworked in previous years. A tip to staffers is to remember that the library offers

invaluable assistance when writing a feature explaining the origin or meaning of special days.

Christmas customs lend themselves very readily to feature interviews. In past years the Chronicle has run features which resulted from interviews with Kriss Kringle who enumerated the pet peeves of the Children's idol; his solution to the traffic problem; and accounts of city decorations which everyone admires but about which little is known.

Students whose birthdays occur on important holidays are natural sources of features that click and which readily lend themselves to picture appeal.

Popular with feminine readers is informally on what the well-dressed teen-ager will be sporting next season, and what should be worn on special occasions — thus an interesting feature was trumped up in the April issue of the Cathedral Chronicle on students who were making their Easter outfits, while a regular monthly Page 2 column "CHS Dateline" answered among other things, on party get-togethers solutions to prom problems and ways of spending expensive but profitable vacations.

Speaking of vacations, last June an interview with local AAA authorities to vacationers resulted in an informative feature which pointers on vacation preparation, highway information, and tips on automobile equipment.

A "behind the scenes" story on our annual dramatic production gave credit to workers who never make the limelight but without whose ready assistance the show just couldn't be staged.

Classroom activities, student polls, personality sketches constitute only a fragment of the vast number of feature subjects.

Thus the ingenious, alert reporter need only gaze at the world about him to discover he lives in a maze of features which like the dessert at the end of the meal enhance the readability and popularity of and provide the lighter touch to the school publication.

II: POINTERS ON GETTING FEATURE STORIES

An alert reporter with a keen intellectual curiosity finds feature material anywhere at any time. The nucleus of a good story may become evident during a play rehearsal, in the classroom, at an athletic contest, or merely rough conversation with other students. Any significant incident, humorous or pathetic that reflects school life can make interesting reading, provided the reporter sees and feels the situation and transfers its reality to paper. Therefore, it is essential that a good feature writer be characterized by dependability, intellectual curiosity, keen observation, interest in life about him, originality, and the ability to write.

Ingenuity is the keynote to a journalist's success, for with this tool he can transform everyday occurrences into extraordinary events. In his eyes "little-known-facts" acquire tremendous value. Questions like — How many students volunteer their services at local hospitals? What scholarships are available to high school seniors? and — Why do boys find dancing so difficult? are often the basis for unique feature compositions.

Stories that have a connection with news or seasonal happenings excell in reader appeal. A statistical report on increased enrollment is appropriate for fall issues while students who celebrate their birthdays on December 25, or who was employed during the Christmas rush provide topics for December.

Articles on New Year's resolutions or examination boners may precede February's information feature on the origin of Saint Valentine's Day.

One of the characteristics of a good feature writer is a willingness to probe for feature stories beneath the surface of everyday events. Events which take place annually are apt to pose a problem for feature editors who strive for the unusual. In my school, for example, the minstrel revue, sponsored yearly by the student body, presents such a difficulty. Page one discloses the theme and cast while it remains for us to find something to spotlight. In such an activity where so many pupils participate, feature possibilities are abundant; however, some high school publications persist in following previous stereotype patterns. In the past the Chronicle has spotlighted talented performers, scenery designers have been acknowledged, faculty advisers have been cited, and for 1959 we are anticipating a feature based on former minstrel cast members who presently have children attending CHS.

In addition to entertaining subscribers a definite objection should be to assist and inform them. A series of information features run prior to a science fair could be useful by aiding the reader in choosing a subject, obtaining materials, and constructing displays. Interviews with foreign students would acquaint the reader with a variety of traditions and descriptive articles on nearby colleges or outlines on a number of occupations might determine an individual's career.

Polls or symposium interviews should not be overlooked as a "feature" source for they offer an opportunity to include several names in one story and can be adopted

for and issue.

Feature material is indeed plentiful. These then, are but a few generalized ideas to start you on the road to future "feature" success — your enthusiasm and ingenuity are the limit.

III: TYPES OF FEATURE STORIES

Because the feature story is not limited to any particular style or form, such as the inverted pyramid of the news story, the types of this writing are varied.

The news-feature, a fresh way to present old news, differs from a human interest story in that the former is more timely, and the subject matter could appear as news, while the latter could not be presented except as a human interest feature. The news-feature may employ any of the devices common to a human interest or feature work; and every incident which would be of interest to a number of students is worthy as a news-feature.

The primary purpose of the informative feature is to instruct rather than entertain; therefore this type need not employ many of the feature writer's devices. Topics, which might include explanatory articles on clubs, customs, colleges and their regulations, extra - curricular activities, traditions, and the value of study, reading, and certain courses, must be of interest to the high school student. Their success depends upon the accuracy of the facts, which may be obtained from interviews, reading, or personal observation, and upon its style and form.

In the historical feature story, the timely event to which it should be related should be stated at the beginning of the story. These features could include writings on historical places of the city and surrounding vicinity, as well as on the

people who settled in and founded the town.

Feature personality sketches dealing with people are among the most difficult to write as it is not easy to portray accurately the personality of an individual and to make him seem human and friendly without incurring encyclopedic listings and a stereotyped pattern. The facts may be obtained from the person himself, from his friends, teachers, relatives, and others. The personality should be shown through incident rather than condensed synopsis, and the character through speech, action, and appearance, and any form or style appropriate to the subject may be used.

When material for personal experience or accomplishment features is usually obtained by an interview, the story should deal only with those incidents that are unusual, and the subject should not be eulogized, allowing the facts to tell the story.

There are many types of miscellaneous feature stories, and it is upon this variety that the paper depends. Some of the most common might be: Travel and community features, such as trips or excursions offered by agencies or railroads, interviews with the police chief or mayor, or stories about the various city departments, organizations, or charities.

Symposiums, in which the opinions of authorities are solicited on a subject of interest to students, such as an article in which the governors of surrounding states state their opinions on education, mutual local problems, and politics, or one which the Chronicle published last on leave.

Anniversary features, including outstanding events of the school in the last decade, the accomplishments of the principal over a

period of time and a tribute to individuals on the anniversaries of their births or deaths as well as features about interesting places, either of school or local interest, usually sell themselves.

In summation then, while the main types of feature stories include the news, informative, historical features and personality sketches, the category of the miscellaneous lists types as numerous as the proverbial sands upon the seashore. It is the keen observer of life with a flair for making even the most ordinary happenings interesting who will not by-pass this category offering opportunities unlimited to the feature writer.

IV: WRITING FEATURE STORIES

Once one has gathered all the necessary information for his feature he must now evaluate his material to weave it into an entertaining story.

This can be done by submitting one's material to a questionnaire made up of the journalistic standbys, the five "Ws" and the "H." This simply means that if the material answers the question, "Who" concerning the general subject, it is ideal for a personality feature; if it plays up the question "What," the product is an informative feature; "Where" relegates it into a locality sketch; "When" converts the material into an historical feature; "Why" furnishes the yarn with a touch of mystery; and "How" presents the making of an expository feature.

Once the reporter has decided upon the type of feature he will write, he must remember that his chief purpose is to entertain the reader. Even the most tedious material can be developed into an entertaining story, as evidenced by this story used in the October, 1958

issue of the Cathedral Chronicle. The author, confronted with dozens of names to fit into the article, found it answered the questions "Who" and "How" and wove it into an effective student feature explaining their efforts to aid local politicians in the seasonal elections; the result, a timely and informative narration by effectively segregating the names into paragraphs and introducing each paragraph alternately with a participle and a noun.

Another example testing the efficiency of the questionnaire appeared in the November 1958 issue of the Chronicle. In this feature, the journalist conducted a simulated interview with the traditional Thanksgiving turkey employing the question "Why" to introduce an element of suspense which climaxed when the subject was "slowly dragged out to the chopping block." This resulted in an entertaining holiday feature for the paper.

Unlike the news story it must be remembered that the feature does not have to be written in the inverted pyramid style. The lead must be attractive and arouse the reader's attention and curiosity. It may be written in a suspense or climactic form leaving the important part to the end. The style is regulated by the type of material. Simple, direct sentences may be used for informative stories, an informal friendly tone expresses the theme of a personality feature, while narrative incidents should be told in a suspenseful, lively way.

Since the lead of a feature story is important, a variety of well-constructed leads should be employed with respect to the type of article. Some types of feature leads are a summary lead, a descriptive-narrative lead, a quotation lead, a

parody or verse lead, and a striking statement lead.

In writing the human interest story which appeals to the emotions or in some degree to the reader's feelings, use an opening sentence that arouses curiosity such as a direct quotation, a verse, a question, or a striking statement. Get your reader's interest and keep it to the end. Conciseness and brevity should not be sacrificed for details. If a climax is desired, every word preceding it should develop the suspense. A newsworthy item not important enough by itself might cleverly be written into a human interest story. An example of this was the article in the May 1958 issue. A donation was given to the new CHS building fund but the background to the story added the human interest angle.

The personality sketch usually deals with prominent or unusual persons. The Chronicle in the March 1957 issue wrote a personality feature on the Svitenko twins. The reporter began with the parody lead "Lightning never strikes twice in the same place, but Cathedral has proof that isn't so," and he then proceeded to prove this point. Characteristic statements, mannerisms, or anecdotes may be used to give life to these stories. Your aim should not be to give an encyclopedic knowledge of the person's life, but to make your readers feel that he knows the person.

When writing the informative-feature article, which explains or describes some news event of the day, open with a flash view of the entire position. If you change your position, remember to inform your reader, and don't include minor details. Explanatory articles in newspapers are also characterized by the same art utilized by the human

interest story.

A good list of synonyms helps to bring in the extra-curricular activities and to by-step the over-used pronoun "he." In the feature on Tom Shea, 1958 co-editor, such substitutes as editor, trackster, orator, publicist, scholar, and thespian were used which portrayed a graphic view of the subject's outside activities without writing an encyclopedia of facts.

Upon completing the feature, doubtless it will need a revision. Read it aloud, then rewrite any part which needs improving until it can't be improved at a single point, and then submit it for publication.

Finally, in writing features one should always remember to begin with a novelty lead and remember to fit the organization to the subject matter, telling the story in an informal style from the standpoint of the third person.

THE BULLETIN

The Bulletin is devoted to the interests and problems of faculty advisers of school newspapers; yearbooks, and magazines by suggesting how to do things and/or how to do them better.

It is published four times a year in May, October, January, and March by the Columbia Scholastic Press Association, Low Memorial Library, New York 27, N. Y. Subscriptions: \$1.50 per year.

The editor is Mr. Bryan Barker, active editorial faculty adviser of a weekly six-page paper, The Mercersburg News, The Mercersburg Academy, Mercersburg, Penna.

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Guide To Good Books

By Hans Christian Adamson

Colonel, U. S. Air Force, retired. Author of: "Captain Eddie Rickenbacker" — "Lands Of The New World Neighbors" — "Keepers Of The Lights" — "Admiral Thunderbolt"; with Fred G. Carnochan: "Empire Of The Snakes" — "Out Of Africa"; with Charles A. Lockwood: "Hellcats Of The Sea" — "Zoomies, Subs and Zeros" — "Through Hell And Deep Water"; with L. J. Maitland: "Knights Of The Air"; with Helen Lyon Adamson: "Sportsman's Game And Fish Cookbook."

The reviews appearing in this January 1960 issue of *The Bulletin of the Columbia Scholastic Press Advisers Association*, published quarterly at Columbia University in the City of New York, are also distributed to four hundred United States Armed Services libraries in thirty-six Commands throughout the world. Readers please address all inquiries regarding "Guide To Good Books" to Hans Christian Adamson, 850 Powell Street, San Francisco 8, California.

Admiral Doenitz — *Memoirs* (World — NF — Ill. — \$6.00). As commander in chief of Nazidom's submarines (and other men o' war), Grand Admiral Karl Doenitz helped scuttle mountains of Allied shipping and put an end to thousands of lives. His guilt as a War criminal was amply established by the prison penalty imposed upon him. As an expert scuttler, Admiral Doenitz also presided at the sinking of the Third Reich. In this confessional, "Mr. Submarine" dodges no responsibilities as a U-boat protagonist. But he claims that he knew nothing about nefarious Nazism until the sunset of Hitler's rule. Perhaps something was wrong with his periscope.

Act One by Moss Hart (Random House — NF — \$5.00). In the lingo of TV, this would be a self-survey in depth. The trouble is that Mr. Hart goes so deeply into the details of his doings and thinking that one needs a diving helmet to

keep from surfacing. Mr. Hart, as one of the most productive and brilliant playwrights of our times, should have an interesting story to tell. Also, he should tell it dramatically. But this volume is so heavy with dull details that the reader is bound to bog down. Evidently this is the first of several volumes by Mr. Hart about Mr. Hart. I wonder if the public shares his Hart interest?

Flattop by Barrett Gallagher (Doubleday — NF — Ill. — \$5.95). During World War II, the author was assigned to cruise the high seas with his camera and to shoot carriers with his lens. The result is an action-packed story, in words and pictures, of U. S. carriers — large and small in all oceans. Since the war, Lt. Gallagher has been photographing carriers in Korea, in NATO exercises and during the Cold War emergency in the Near East. Forewords to various sub-chapters are written by such naval experts as Admiral Arleigh

Burke, Vice Admiral Robert Pirie, and Admiral Charles R. Brown.

Sports of the Times by Arthur Daley (Dutton — NF — Ill. — \$3.95). Mr. Daley, who has surveyed the plateau of American sports from the Olympian heights of the New York Times' sports-desk since 1926, here presents 270 pages chock-a-block with colorful details of sports events and their participants. They are all drawn from his readable and authentic column "Sports of the Times." Fully half of the volume is devoted to baseball. The remainder covers a wide variety of indoor and outdoor sports activities ranging from archery to yachting.

Wolf Dogs of the North by Jack Hines (Chilton — NF — Ill. — \$3.00). These true-life stories of snowbound adventures with huskies and other arctic hounds have a ring of reality that peals from cover to cover. And why not? Jack Hines not only knows and is highly vocal about Alaska and the Frozen North, but he is also — beyond a dog's hair of a doubt — the ablest teller of tales about Man's Best Friend. Highly recommended.

Pope Pius XXIII by Isolt Aradi, Rev. James Tucek, and James C. O'Neil (Farrar, Straus & Cudahy — NF — Ill. — \$4.95). Here two outstanding historians of the Roman Catholic Church and a lay writer, Mr. O'Neil, have united in compiling a life history of the Pope. It is not only based on the Pope's own life and writings but also on contacts with his relatives, former and present associates and lifetime friends. More than any other book about him, this volume deals with the mundane life of Cardinal Angelo Roncalli, Patriarch of Venice, before his elevation to the Vatican. Impressively illustrated.

Cuba — Island of Paradox by R. Hart Phillips (McDowell - Obolen-

sky — NF — \$6.00). Mrs. Phillips has been a resident of Cuba since 1920 and Staff Correspondent in that country for the New York Times since 1937. With that background, it is safe to assume that she knows every leaf on Cuba's political pastures — and she rolls a Havana with a very acrid taste produced by bitter truth. Despite its tourist sunshine, Cuba's climate — be the weatherman Machado, Batista, or Castro — is one of cruel oppression and ruthless dictatorship. Long in preparation, this full-out story about Cuba's tragedies goes beyond the present into speculations as to what the future may hold for the paradoxical island paradise under Senior Castro.

The Masks of War by George Langelaan (Doubleday — NF — \$3.95). This is a unique first-hand account of World War II espionage and counter espionage. After his return to England with survivors of the retreat from Dunkirk, Mr. Langelaan was given plastic surgery to change his features (as boy and youth, he lived in Paris) and parachuted into France. Captured by the Vichy government, the author escaped into Spain — a hair-raising tale — and, in time, reached London. Here he nabbed active German agents while waiting for assignment to German held North Africa. The book has good pace and the personal narrative is well spiced by profiles of other spies he met in the course of his activities.

Flame Trees of Thika by Elspeth Huxley (Morrow — NF — \$4.00). As a young girl, the author went with her mother by ox-cart into the far away blue of the African veldt to join her father, a pioneer in the then wild Kikuyu country of Kenya colony. Out of her girlhood recollections, Miss Huxley presents a truly unusual picture of rural living — in a wilderness frame — on

a small and none-too-successful coffee plantation. Natives, animals and planters are grouped in fairly peaceful co-existence. Clearly drawn. Colorful. Captivating. A Mother Africa that is far and away from Safariland.

Across the Sea of Stars by Arthur C. Clark (Harcourt, Brace & Co. — F. — \$3.95). Now that space vehicles are in orbit somewhere around the sun and way beyond the moon, it is quite natural that the somewhat flagging interest in what is known as *science fiction* should have received a three stage booster shot. Mr. Clark is, admittedly, one of the most visionary among the asteroid authors. This omnibus contains eighteen of his excellent *science fiction* short stories and two novels. One of these, *Earthlight*, is an all-time great.

Adventures of the Mind edited by Richard Truelsen and John Kobler (Knopf — NF — \$4.50). In his foreword to this volume, Mark Van Doren hits the nail on the head when he observes that the main question poised in this series of articles by twenty-one creative thinkers is: "Do we know what we are doing?". This is not light reading. On the contrary, it has almost the gravity pull of Jupiter. But it will pay readers to orient themselves in the mood it takes to absorb these contributions to the mainstream of contemporary thinking. They really form an excellent trestle between the worlds of professional intellectuals and intelligent laymen.

When the Ship Sank by James MacGregor (Doubleday—F.—\$3.95). This novel is about disaster at sea. It has, for its setting, a ship torpedoed by a U-boat at the outset of the war in 1939. With that terror-filled scene as his starting point, Mr. MacGregor spins a yarn full

of suspense, well manipulated characters, and deftly-handled plot.

Opportunity Unlimited by Mark Clifton (Chilton — NF — \$3.95). Here are some valuable tips for all hands on how to get a job, keep it, and win promotion. The book has little to do with so-called job opportunities. It dwells mainly on what management is looking for in you, the job seeker. An interesting and unusual angle. To young people, just out of school or the military services, as well as to career counselors, this is truly a mother-love of sensible advice.

Ann Harbor Paperbacks published by the University of Michigan Press. Not so long ago, this University Press established the very worthwhile project of publishing re-issues of works of enduring merit. With the quintet just off the press, the total reaches thirty-three. The five newest are: *New Pathways In Science* by Sir Arthur Eddington (\$1.95); *Race For Order* by Austin Warren (\$1.75); *Song of Poland*, translated by C. K. Scott Moncrieff. (\$1.65); *Devotions* by John Donne (\$1.65); *Population — The First Essay* by Thomas B. Malthus (\$1.75). The complete list of previous publications appears on the back page of each volume.

Orde Wingate by Christopher Sykes (World — NF — Ill. — \$6.00). Out of the drab and smelly clouds of gunsmoke that drifted all around the globe in World War II stepped a few colorful personalities. One of these was Orde Wingate. He became one of the youngest men in England's Army who ever earned a Major General's rank. In some respect, he was the re-incarnation of World War I's controversial Lawrence of Arabia. As a champion of the underdog, he won great stature in the causes of Zionism, and the spirited battle put up by stamp-sized Ethiopia. Actually,

Wingate's greatest fame was garnered by his fabulously fantastic leadership of Wingates Raiders against the Japanese in Burma. Heavily documented, the book does not lend itself to rapid reading, so do not attempt to dispose of Wingate in a hurry. No one ever did.

Fragments by Bradford Shanks (Prentice - Hall - F - \$2.95). In concept and execution this work of poetry is as modern as the thinking of sending man around the moon. While I am not addicted to poetry, I do believe that those who peruse this slim little volume of refreshing viewpoints will not only pay tribute to its author but also compliment its publishers. Its contents are so ably wrought that they are as light as morning dew and as penetrating as a thunder shower.

Behind Enemy Lines by James D. Sanderson (Van Nostrand - NF - \$4.95). That cool initiative and dare-devil courage know neither flag nor nationality is proven in this collection of ten episodes of outstanding combat adventures staged by individuals during World War II on both sides of the battle lines. These are not spy stories but unique accounts of suicidal military missions. They range from assignments to kill a German General, the operation of human torpedoes, exploding a top-secret German atomic plant, desert combat with armed jeeps, a midget submarine attack on a Japanese warship in Singapore Bay, and the saga of Captain Hans Marseille, the German Ace who shot down 158 opponents.

The War For the Union by Allan Nevins (Scribners - NF - Ill. - \$7.50). This book, the first of four volumes dedicated to the history of the Civil War, covers the 1861-62 era and is subtitled: *The Improvised War*. With his uncommon

flair for accurate but lively portraiture, Dr. Nevins brilliantly fuses the elements of politics, finance, industry, and military thinking that are the percussion components of conflict. The result is a broad panorama of the over-all situations during 1861-62. It begins with the inauguration of President Lincoln which heralded the first - and for the Union forces - the worst years of the war.

Space Handbook by Robert W. Buchheim (Random House - NF - Ill. - \$1.25). Within the 330 pages of this fascinating book, Mr. Buchheim presents virtually every aspect of the impressive and complicated campaign for the conquest of space. In fact, the volume is a handy reference guide to the present and foreseeable future developments of space flight and the exploration of the universe. An interesting feature of the book is that the human and electronic brain of the Rand Corporation, a non-profit research organization, cooperated in the compiling of this material. Worth twice the price of admission.

The Light Infantry Ball by Hamilton Basso (Doubleday - F - \$4.50). The regiments of readers who found pleasure in the author's powerful novel titled "The View From Pompey's Head" will welcome this newest contribution by Mr. Basso to the annals of the fictitious Georgia city and its families which he painted so vividly in "The View." With the Civil War, its politics and conflicts to provide the background, the story-line of the current book is carried by John Bottomley and other 19th Century ancestors of the town's 20th Century residents whom we met in Pompey's Head. A vigorously written work about people and places that comes tingingly alive.

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